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ABSTRACT

Designed as a group guidance approach which can be used with study hall groups and subject matter area classes, this career guidance program provides experiences for high school students in the area of employability and work adjustment. Intended to span eighteen days, the program includes such topics as evaluation of self and skills, values clarification, decision-making skills, computer-assisted guidance, job search techniques, job applications, job resumes, job interviews, work adjustment, budgeting, and banking services. Also included are outlines for both the instructor and the students giving brief overviews of the activities. More specific instructions, forms, tests, inventories, and other materials required comprise the remainder of the document. (EM)

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ED152999

CAREER EXPLORATION

10-12

CAREER EXPLORATION GUIDANCE PROGRAM

CINCINNATI PUBLIC SCHOOLS
230 East Ninth Street
Cincinnati, Ohio 45202

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January 1978

CE 010 349

OVERVIEW

This program was developed for use at Aiken High School

Lessons are designed around the seven developmental areas of Career Development. Each area represents a broad sphere in which Career Development learning occurs. The seven developmental areas represent a coherent, logical method of directing Career Education into manageable parts. Career Education provides experiences for students to develop knowledge, acceptance and affirmation of the content of each area. The Career Exploration Guidance Program is a group guidance approach that can be used within study hall groups and subject matter areas. The seven developmental areas of Career Development are: self, individual and environment, economics, world of work, decision making, education and training, and employability and work adjustment.

It was developed in the spring of 1977 by:

COMMITTEE

John Young - Aiken High School
Patricia Breiner - Aiken High School
Maridee Kessen - Aiken High School
Mary Wagner - Asst. Instructional Consultant
Career Development

Career Development

Outline for Instructor

Area of Development: Employability and Work Adjustment

Day 1

Orientation

A.) Course Outline
B.) Over-view of course (no credit-voluntary-contract-certificate)
C.) Folder
D.) Contract
E.) Location of materials
F.) Pre-test
G.) Passes - library - to be given out only on Tues. for use on Wed.
H.) Letter to Parents

Day 2

Evaluating Self and Skills

A.) Guest speaker

Day 3

Self Inventory

A.) Explain inventory
B.) Students take inventory
C.) Group discussion of responses

Day 4

Student Records

A.) Each student will be given a copy of his records, excluding IQ.
B.) These records and their importance will be discussed.

Day 5

A.) Each student will take the Values Grid
B.) Discuss
C.) Explain Decision Making Technique (give handout).
D.) Work "Mock" problem on board
E.) Have students do a problem of their own.

Day 6

Computer

A.) Introduce Mrs. Russo
B.) Explain what computer can do
C.) Go over computer request form
D.) Show and demonstrate a print-out.

Day 7

How to Get a Job

A.) Wayne Homer's cassette presentation
B.) Discuss

Day 8

Applications

A.) Explain importance of doing them correctly
B.) List important things they should have with them:
    1. social security card
    2. References - names, address, phone, position
    3. Permission from references
    4. Parents names, birth dates, job, maiden name
    5. County you were born in
    6. Transcript - Diploma
    7. Letters of recommendation
C.) Each student shall be given an application and the instructor will take them through it step-by-step.
D.) Singer filmstrip & cassette presentation

Day 9

Resume

A.) Brief explanation of resume and its importance
B.) Singer filmstrip & Cassette presentation
C.) Use form provided and go step-by-step through it.

Day 10

Applications and resumes

A.) Students bring in their completed applications and resumes.
B.) Pair students up and let them constructively criticize one another's work. Write down statements - I would hire this person or I would not because. . . . .
C.) Set up Interviews for Day 12.

Day 11

Interview

A.) Explain interviews (stress things on handout.)
B.) Have students write out answers to these commonly asked questions:
    1. "Tell me about yourself"
    2. "List your strong points as you see them".
C.) Do "Interview Evaluation"

Day 12

Interviews

A.) Mock interviews by a guest (do in office and video tape to class in other room.)

Day 13

Work Adjustment

A.) Hand out 5 keys for survival
B.) Hand out case studies and have students read them one at a time & discuss.
C.) Attitudes Activity #16 (provided)
D.) Discussion

Day 14 and 15

Work Adjustment

A.) Activity #17 (relate it to previous day)
B.) Activity #18
C.) Activity #19
D.) Quiz

Day 16

Budgeting

A.) Brief statement of importance
B.) Tell students to assume they were on their own and have them make a list of all things that they feel should be included in their budget for one month.
C.) Tell students that they make $150.00 a week gross and $120.00 a week net. Have them show how they would budget this money for the things that they previously listed.
D.) Discuss "What things did we forget?"
E.) Hand out of things that should be included.
F.) Discussion

Day 17

Banking Services

A.) Speaker from a bank to demonstrate correct use of:
    1. deposit slips
    2. withdrawal slips
    3. money orders
    4. checks
    5. opening a checking account
    6. opening a savings account
    7. balancing check book
       or
       show bank statement
B.) Discussion

Day 18

A.) Post-test
B.) Survey
C.) Issue Certificates

Career Development
Course Outline for Students

Area of Development: Employability and Work Adjustment

Day 1 ..... Orientation Pre-Test

Day 2 ..... Guest Speaker

Day 3 ..... Self Inventory - Personal Traits - Self

Day 4 ..... Student records and what they mean - Self

Day 5 ..... Values - Decision Making Techniques - Decision Making

Day 6 ..... Use of computer for Career Information - World of Work - Education and Training

Day 7 ..... How to get a job - How to look - Where to look - How to dress - Employability and Work Adjustment

Day 8 ..... Job Applications - Employability and Work Adjustment

Day 9 ..... Preparing Resumes - Employability and Work Adjustment

Day 10 ..... Employability and Work Adjustment

Day 11 ..... Interview - Employability and Work Adjustment

Day 12 ..... Mock interviews - Employability and Work Adjustment

Day 13 ..... Employability and Work Adjustment - keeping a job

Day 14 ..... Employability and Work Adjustment

Day 15 ..... Employability and Work Adjustment

Day 16 ..... Money Management - budgeting - Economics

Day 17 ..... Money Management - Economics - checks, money orders, deposit slips, withdrawal slips, balancing check book.

Day 18 ..... Post-Test Survey

Area of Development: Employability and Work Adjustment

Day 1 LETTER TO PARENTS

Dear _____,

Your _____, _____, has enrolled voluntarily in our Career Guidance Program.

The purpose of the program is to introduce career exploration and prepare students in the areas of career search, employment applications, employment interviews, and career related skills.

Your student will be exposed to careers by using our Career Computer Terminal, individual assignments, films, field trips and guest speakers.

He will be studying under the direction of a teacher/counselor as well as completing independent activities.

We are pleased that he has elected this program and look forward to working with him. Please find enclosed a copy of the course outline. If you have any questions or would like additional information, please call.

Sincerely,

_____

Career Education Department

Area of Development: Employability and Work Adjustment

Day 1

Career Development

C O N T R A C T

I _____, on this day _____, do hereby agree to meet the following standards. I understand that upon completion of these standards that I will be awarded a certificate of completion. I also understand that if I fail to meet the following standards that I will be subject to withdrawal from the project.

Standards

1. Attendance (fewer than 3 absences)
2. Good behavior and daily work.
3. Self inventory
4. Conference with my counselor on personal records.
5. Computer - request at least 3 careers.
6. Write to at least 1 company from computer list.
7. Have - or apply for a social security card.
8. Fill out 2 different job applications.
9. Fill out a W-4 form.
10. Do a resume.
11. Do 1 of each of the following: check, money order, deposit slip (both savings & checking) withdrawal slip.
12. Keep an up-to-date folder of all materials in this class.

_____

Signature of Instructor

_____

Date

Area of Development: Employability and Work Adjustment

Day 1

CAREER GUIDANCE PERMISSION SLIP

My son/daughter, _____, has my permission to visit various companies, employers, and training centers while participating in the Career Guidance Program. These visits will take place during school hours.

Name: _____

Address: _____

Phone: (Home) _____
(Business _____

Area of Development: Employability and Work Adjustment

Day 1

Pre-Test

Ohio Interest Survey

Area of Development: Employability and Work Adjustment

Day 2

Guest Speaker

VALUES APPRAISAL SCALE

This scale provides a brief, simple means of appraising your values. Many schools have more comprehensive values inventories available through the counseling office.

You will read 100 statements indicative of 10 defined values.
If a statement is definitely true, circle the 10.
If a statement is mostly true, circle the 7.
If you are undecided whether a statement is true or false, circle the 5.
If a statement is mostly false, circle the 3.
If a statement is definitely false, circle the 0.

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1.	I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2.	I will regularly take my children to religious services.	10	7	5	3	0
3.	I enjoy attending musical concerts.	10	7	5	3	0
4.	It is important to me to have many friends.	10	7	5	3	0
5.	I donate to charities that I feel are worthwhile.	10	7	5	3	0
6.	I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7.	I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8.	I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9.	I enjoy making decisions which involve other people.	10	7	5	3	0
10.	If I had the talent, I would like to write songs.	10	7	5	3	0
11.	I have a close relationship wich either my mother or father.	10	7	5	3	0
12.	I have taught a religious class or otherwise taken an active part in my religion.	10	7	5	3	0
13.	I am willing to spend time helping other students who are having difficulty with their studies.	10	7	5	3	0
14.	Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15.	I have a special appreciation for beautiful things.	10	7	5	3	0

Day 3

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories	10	7	5	3	0
21. I would rather spend a summer working to earn money than to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I think it would be fun to write a play for television	10	7	5	3	0
24. I believe in a god who answers prayers.	10	7	5	3	0
25. I prefer being an officer rather than just a club member.	10	7	5	3	0
26. I would spend my last $100. for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29. I often daydream about things that I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe it is important to support one's own religion by giving time or money.	10	7	5	3	0
35. I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0

Day 3

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
36.	I enjoy visiting art museums.	10	7	5	3	0
37.	I like to write poetry.	10	7	5	3	0
38.	I like to be around other people most of the time.	10	7	5	3	0
39.	When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40.	Someday I would like to live in a large, expensive house.	10	7	5	3	0
41.	I pray to God about my problems.	10	7	5	3	0
42.	If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43.	I like to spend holidays with my family	10	7	5	3	0
44.	I like to see my name in print (newspapers).	10	7	5	3	0
45.	I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46.	I do not like to spend an entire evening alone.	10	7	5	3	0
47.	If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48.	I have expensive tastes.	10	7	5	3	0
49.	I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50.	If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51.	I have several very close friends.	10	7	5	3	0
52.	I expect to provide music lessons for my children.	10	7	5	3	0
53.	It is important that grace be said before meals.	10	7	5	3	0
54.	I sometimes miss sleep to visit with late company.	10	7	5	3	0
55.	I usually get at least eight hours' sleep each night.	10	7	5	3	0
56.	I like to design things.	10	7	5	3	0
57.	I would like to be looked up to for my accomplishments.	10	7	5	3	0

Day 3

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
58.	I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59.	I care what my parents think about the things I do.	10	7	5	3	0
60.	I daydream about making a lot of money.	10	7	5	3	0
61.	I like to be the chairperson at meetings.	10	7	5	3	0
62.	It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63.	I believe there is a life after death.	10	7	5	3	0
64.	I would welcome a person of another race as a neighbor.	10	7	5	3	0
65.	If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66.	I enjoy decorating my room at home.	10	7	5	3	0
67.	I enjoy a picnic with my family.	10	7	5	3	0
68.	As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69.	I am careful to eat a balanced diet each day.	10	7	5	3	0
70.	I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71.	I would like to be written up in Who's Who.	10	7	5	3	0
72.	I read the Bible or other religious writings regularly.	10	7	5	3	0
73.	If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74.	I look forward to an evening out with a group of friends.	10	7	5	3	0
75.	When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76.	I dislike being financially dependent on others.	10	7	5	3	0
77.	When a friend is in trouble, I feel I must help.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
78.	I love my parents.	10	7	5	3	0
79.	I never skip meals.	10	7	5	3	0
80.	I have a collection of phonograph records.	10	7	5	3	0
81.	I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82.	I believe that God created man in his own image.	10	7	5	3	0
83.	I enjoy buying clothes for members of my family.	10	7	5	3	0
84.	I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85.	I like planning activities for others.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	I feel good when I do things which help others.	10	7	5	3	0
88.	Someday, I would like to write a novel.	10	7	5	3	0
89.	I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90.	I belong to several clubs and organizations.	10	7	5	3	0
91.	If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92.	I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93.	I often organize group activities.	10	7	5	3	0
94.	When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95.	I respect my mother and father.	10	7	5	3	0
96.	I like to design or make things that have not been made before.	10	7	5	3	0
97.	Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
98.	I enjoy classical music.	10	7	5	3	0
99.	I would never use potentially harmful drugs because of what they might do to my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

SCORING YOUR VALUES APPRAISAL SCALE

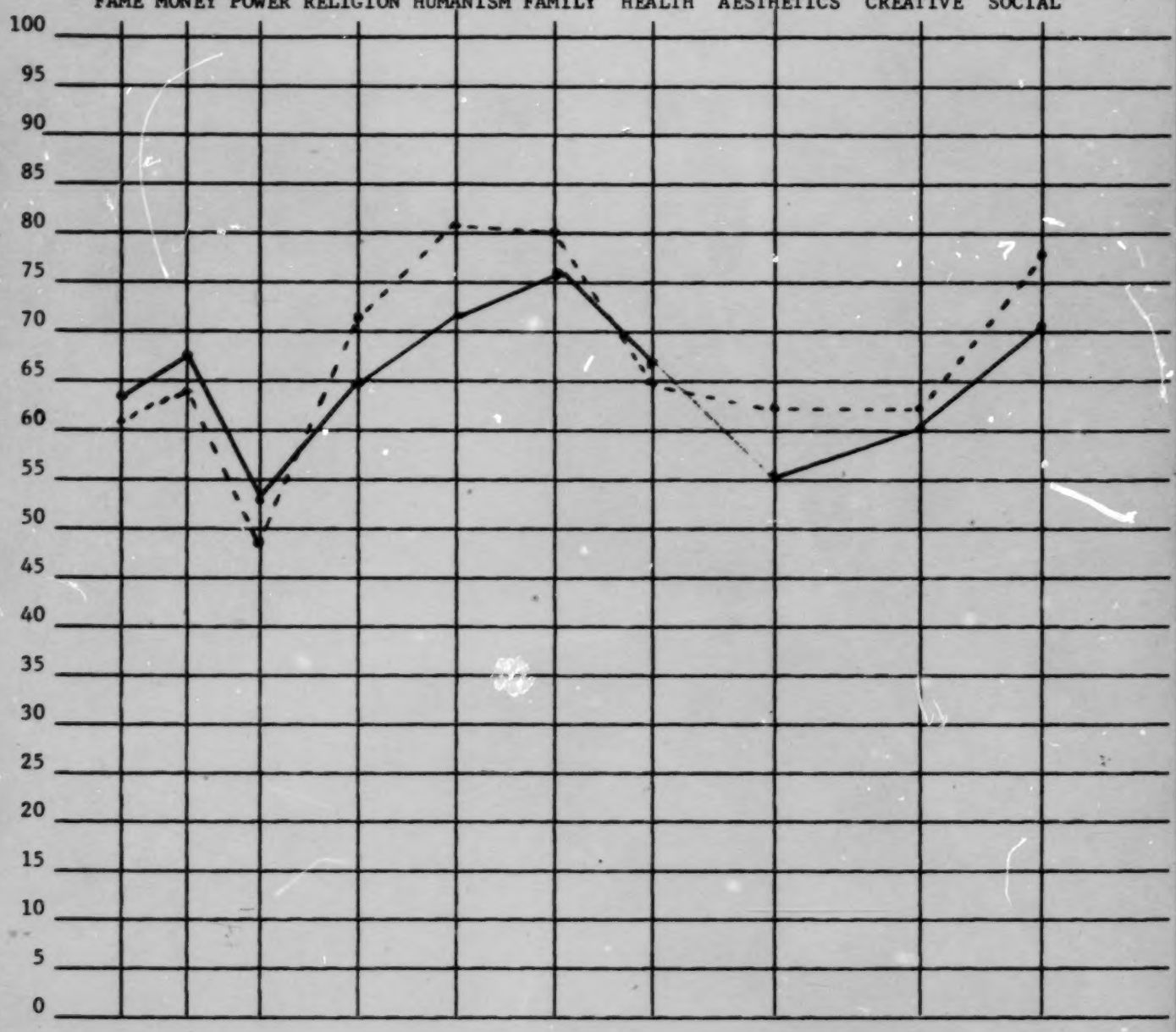
For each of the 10 values, record the answer you circled for the statements indicated.

FAME STATEMENT # # X	MONEY STATEMENT # # X	POWER STATEMENT # # X	RELIGION STATEMENT # # X	HUMANISM STATEMENT # # X
6.....	7.....	9.....	2.....	5.....
16.....	21.....	14.....	12.....	13.....
18.....	29.....	25.....	24.....	17.....
32.....	40.....	39.....	34.....	31.....
44.....	48.....	47.....	41.....	42.....
57.....	60.....	61.....	53.....	58.....
65.....	68.....	70.....	63.....	64.....
71.....	76.....	75.....	72.....	77.....
84.....	89.....	85.....	82.....	87.....
92.....	97.....	93.....	91.....	100.....
Total....	Total...	Total...	Total...	Total...

FAMILY STATEMENT # # X	HEALTH STATEMENT # # X	AESTHETIC STATEMENT # # X	CREATIVE STATEMENT # # X	SOCIAL STATEMENT # # X
8.....	1.....	3.....	10.....	4.....
11.....	19.....	15.....	20.....	22.....
27.....	26.....	28.....	23.....	30.....
35.....	33.....	36.....	37.....	38.....
43.....	50.....	49.....	45.....	46.....
59.....	55.....	52.....	56.....	51.....
67.....	69.....	66.....	62.....	54.....
78.....	79.....	80.....	73.....	74.....
83.....	86.....	94.....	88.....	81.....
95.....	99.....	98.....	96.....	90.....
Total...	Total...	Total.....	Total.....	Total....

Day 3

PROFILE of VALUES*



_____ Average Boy Profile - - - - Average Girl Profile

Plot your own profile on the above graph by using your total for each value on the previous page to learn how your profile compares to the averages of other boys and girls.

*This profile was obtained by averaging the scores of the Values Appraisal Scale of a total of 650 students chosen at random in junior and high schools in the U.S.

Day 3

VALUES APPRAISAL SCALE INTERPRETATION

Boys High and Low Scores. A score may be considered high or low if it falls above or below these ranges (50 percent of all boys' scores fall within these ranges).

Fame	43-74	Family	53-73
Money	59-74	Health	46-72
Power	38-53	Aesthetics	43-61
Religion	21-57	Creative	41-54
Humanism	60-76	Social	52-68

Boys Exceptionally High and Low Scores. A score may be considered exceptionally high or low if it falls above or below these ranges (80 percent of all boys' scores fall within these ranges).

Fame	26-81	Family	40-87
Money	50-81	Health	39-78
Power	27-64	Aesthetics	36-68
Religion	5-76	Creative	32-62
Humanism	49-86	Social	42-77

Girls High and Low Scores. A score may be considered high or low if it falls above or below these ranges (50 percent of all girls' scores fall within these ranges).

Fame	32-54	Family	58-81
Money	49-63	Health	46-73
Power	31-49	Aesthetics	58-75
Religion	26-58	Creative	56-76
Humanism	76-90	Social	61-78

Girls Exceptionally High and Low Scores. A score may be considered exceptionally high or low if it falls above or below these ranges (80 percent of all girls' scores fall within these ranges).

Fame	20-66	Family	47-92
Money	41-71	Health	33-85
Power	20-58	Aesthetics	58-75
Religion	10-74	Creative	56-76
Humanism	66-95	Social	61-78

Area of Development: Employability and Work Adjustment

Day 4

Student Records
and
What They Mean

Instructor Sheet

Values Clarification

STRATEGY NUMBER 2

VALUES GRID

PURPOSE

The values grid usually drives home the point that few of our beliefs or actions fit all seven of the valuing processes. This activity indicates what steps we must take in order to develop stronger and clearer values.

PROCEDURE

The teacher either gives students, or asks them to construct, a "values grid," as shown below:

Issue	1	2	3	4	5	6	7
1							
2							
3							
4							
5							
etc.							

Area of Development: Employability and Work Adjustment

Day 5

Directions: List your career choices in the blanks to the left under "career." Then evaluate each choice in light of the seven questions below. If you can answer "yes" to question 1 for your first career choice, put a check in box 1. If not, leave the box blank. If you have several checks following any one of your choices, then you have made a well thought out decision.

CAREER GRID

CAREER	1	2	3	4	5	6	7
1							
2							
3							
4							
5							

1. Are you proud of (do you prize or cherish) your career choice?

2. Have you publicly affirmed your position? (Are you proud enough to have told someone else about your choice?)

3. Have you chosen your career from alternatives?

4. Have you made your choice after thoughtful consideration of the pros and cons and the consequences of your decision?

5. Have you chosen your career choice freely? (without pressure or influence from parents, teachers, friends)

6. Have you acted on or done anything about your choice?

7. Have you acted with repetition, pattern, or consistency on this matter? (have you done enough to really prove to yourself that you are genuinely interested in this choice?)

Day 5

VALUES CLARIFICATION

The teacher and the students name some general issues, such as Vietnam, water pollution, population control, abortion, race relations, a specific election, a school issue, etc. The students list these issues on the lines on the left-hand side of their papers. Next to each of these general issues the student is to privately write a few key words that summarize for him his position or stand on that issue.

The seven numbers heading the columns on the right-hand side of the paper represent the following seven questions:

1. Are you PROUD of (do you prize or cherish) your position?
2. Have you PUBLICLY AFFIRMED your position?
3. Have your chosen your position from ALTERNATIVES?
4. Have you chosen your position after THOUGHTFUL CONSIDERATION of the pros and cons and consequences?
5. Have you chosen your position FREELY?
6. Have you ACTED on or done anything about your beliefs?
7. Have you acted with REPETITION, pattern or consistency on this issue?

The teacher can read these seven questions to the students, or write them on the board, or the students can write the key words (those that are CAPITALIZED) at the top of each column. The students then answer each of these seven questions in relation to each issue. If they have a positive response to the question on top, they put a check in the appropriate box. If they cannot answer the question affirmatively, they leave the box blank.

TO THE TEACHER

After they have completed marking their grids, the students can form trios, with each student discussing one of the issues, his position on it, and how it did or did not meet the seven valuing processes. Your students have undoubtedly engaged in many discussions of the issues they have listed in the values grid. It is worthwhile for the students to note how the approach here differs from discussions they may have had previously. It should become apparent that here they are not being called on to defend the content of their beliefs, but are rather being asked to evaluate how they arrived at their convictions and how firm they are in their beliefs.

The students should understand the seven processes, which are the basis for the values strategies they are doing. Many teachers post the seven processes permanently in the classroom.

The students might want to save their papers and look at them again at some future date. They will be able to see not only whether the content of their beliefs has undergone any change, but, more important, whether there have been any changes in the quality and degree of their convictions.

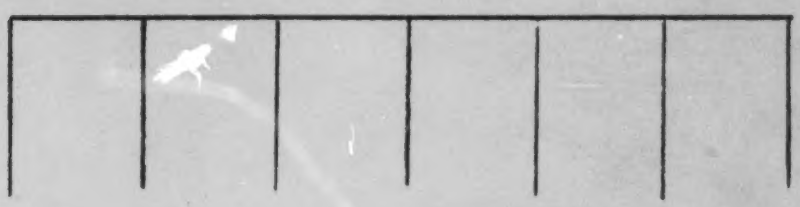
Area of Development: Employability and Work Adjustment

Day 5

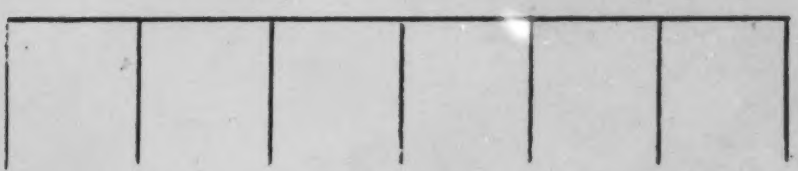
DECISION MAKING TECHNIQUE

Problem

Alternatives



Consequences



Solution

Area of Development: Employability and Work Adjustment

Day 6

Student Computer Request Form

Date:_____

H.R.:_____

Name:_____
(Last) (First)

Stud Hall:_____ Referring Teacher:_____

Career Area:

(1) _____

(2) _____

(3) _____

Signature:_____

- - - -

Area of Development: Employability and Work Adjustment

Day 7

WAYNE HOMER - HOW TO GET A JOB

Day 8

PERSONAL

Name: Last	First	Middle	Maiden	Soc.Sec.#
Address: Number and Street	City	State	Zip Code	Sex: M F
Phone: Home: Work:	Marital Status: ☐Single ☐Married ☐Other Explain other:			Date of Birth: Month Day Year
Position Applied For:	Relatives Employed by Company Location			Height: Weight:

EMPLOYMENT

Company (Last or Current Employer) ☐	Address:
Kind of Business	Name and Phone Number of Immediate Superior:
Your Title:	Responsibilities:
Employed From: To:	May we contact employer? ☐Yes ☐No Starting Salary $ Final Salary $

Company ☐	Address:
Kind of Business	Name and Phone Number of Immediate Superior:
Your Title:	Responsibilities:
Employed From: To:	Starting Salary $ Final Salary $'

Company ☐	Address:
Kind of Business	Name and Phone Number of Immediate Superior:
Your Title:	Responsibilities:
Employed From: To:	Starting Salary $ Final Salary $

Company ☐	Address:
Kind of Business	Name and Phone Number of Immediate Superior:
Your Title:	Responsibilities:
Employed From: To:	Starting Salary $ Final Salary $

Day 8

EDUCATION

Circle highest grade completed in each school category	Grade School 1 2 3 4 5 6 7 8	High School 1 2 3 4	College 1 2 3 4	Graduate School 1 2 3 4	
School	Name	Location	From To	Course-Degree	Graduate
Grade School					Yes No
High School					Yes No
College or University					Yes No
Graduate School					Yes No
Business or Vocational School					Yes No
Apprentice training or other courses since leaving school					Yes No

MISCELLANEOUS

Have you ever worked for this company? If yes, give dates: What location?

Other positions for which you are qualified:

Foreign languages spoken? Foreign languages read?

Source of referral: ☐ government agency ☐ other ☐ newspaper ☐ employment agency ☐ friend ☐ Relative

If requested, would you work night shift?

When are you available for work?

Please complete where applicable: Typing speed _____ wpm, Dictaphone Yes ☐ No ☐
Shorthand Yes No wpm Other skills

Factory or office equipment you can operate proficiently

Have you ever been convicted of a felony? If yes, explain: give date and place of conviction:

Is your health ☐ Excellent ☐ Average ☐ Fair ☐ Poor? Explain:

U.S. MILITARY SERVICE

Service Branch:	Date Entered:	Final Rank or Rate:	Specialty:
Type of Discharge:	Discharge Date:	Are You in Reserves?	Active Reserves ☐ or Inactive Reserves ☐

CITIZENSHIP

Are you a citizen of the United States? Yes ☐ No ☐ If no, what status? Alien Registration No

I hereby authorize all schools and previous employers to disclose to The ..... Company my record reason for leaving, and all information which may assist ..... in evaluating my application and I hereby release them and ..... from all liability arising from such disclosure.
I hereby authorize investigation of all statements made in this application
I hereby agree to submit to a pre-employment physical examination
I understand that if I am employed by ..... I shall be subject to dismissal if any information in this application is false or misleading or if I have failed to disclose any information requested in this application I agree, if employed, to abide by all company policies, rules and regulations.

Date_____ Applicant's Signature_____

Area of Development: Employability and Work Adjustment

Day 9

SAMPLE RESUME

Personal Data:

Address:	168 Clover Street Atlanta, Georgia 30329
Telephone:	(404) 633-2811
Date of Birth:	February 3, 1951
Marital Status:	Single
Physical Condition:	Good. Height--5'11"; weight--185 No employment handicaps.

Education and Training:

Army Occupational School Fort Dix, New Jersey	Attended 1969--nine months of electrical wiring and maintenance training.
Equivalency Education Prep Courses Fort Dix, New Jersey	Attended 1969--received G.E.D. Certificate.
Central High School Atlanta, Georgia	Attended 1966-69 (Left school in middle of Junior year to join Army.)
Memorial Junior High School Atlanta, Georgia	Attended 1964-66
Washington Elementary School Atlanta, Georgia	Attended 1957-64

Military Service:

U. S. Army:	1969-71--Initial Rank--E-I. Honorable discharge--December, 1971, with rank of E-4.
Type of Duty:	After training period, received various assignments as an Electrical Wiring and Maintenance Specialist.

SAMPLE RESUME cont'd.

Work Experience:

Employer:	Nationwide Shoes 170 Peachtree Street Atlanta, Georgia
Dates:	June, 1967--November, 1969 (part-time)
Job Title:	Sales Clerk
Duties:	Assisting customers in the selection and purchase of footwear. Recording customer purchases on cash register and receiving payment via cash, credit cards and personal checks.
Salary:	Beginning--1.65/hr. Ending--2.20/hr
Supervisor:	Mr. James Snow
Reason for Leaving:	To prepare for enlistment in U. S. Army.

Awards, Licenses, Honors & Organizations:

President of Sophomore Class--Central High School, Atlanta, Georgia
Served as member of Enlisted Men's Advisory Committee to
Base Commander, Fort Benning, Georgia

Interests and Hobbies:

Swimming, Softball, Bowling

References:

Mr. Robert Drake, Manager
Nationwide Shoes
170 Peachtree Street
Atlanta, Georgia

Mr. James Snow, Supervisor
Nationwide Shoes
170 Peachtree Street
Atlanta, Georgia

Mr. Randall Williams, Vocational Teacher
Central High School
Atlanta, Georgia

Day 9

Area of Development: Employability and Work Adjustment

SAMPLE RESUME
of

Personal Data:

Address:

Telephone:

Date of Birth:

Marital Status:

Physical Condition:

Education and Training:

Military Service:

U. S. Army:

Type of Duty:

Area of Development: Employability and Work Adjustment

Day 9

Work Experience:

Employer:

Dates:

Job Title:

Duties:

Salary:

Supervisor:

Reason for Leaving:

Awards, Licenses, Honors & Organizations:

Interests and Hobbies:

References:

Area of Development: Employability and Work Adjustment

Day 10

Student Feedback on Applications

and

Resumes

(see day 8 and 9)

Area of Development: Employability and Work Adjustment

Day 11

HOW TO PREPARE FOR AN INTERVIEW

I. Be on time -- Be early.

II. Dress appropriately - NO hats or sun glasses.

III. Speech, politeness, posture - both sitting and standing.

IV. Have personal data with you.

V. DO NOT smoke or chew gum.

VI. Look at interviewer while talking.

VII. Stand when interviewer enters the room.

VIII. Know something about company and job.

IX. Be able to answer these two questions:

1. What can you do for the company?

2. Tell me something about yourself.

X. Follow up - Write interviewer a letter of thanks the next day.

- Phone call after appropriate time (know interviewer's name).

Day 11

Interview Evaluator

Use this evaluator as a checklist for future interviews. Answer yes or no for each item and rate the total interview in the space provided at the bottom.

ELEMENTS	FIRST	SECOND	THIRD
1. Did you use good eye contact?	. . . .	. . . .	. . . .
2. Did you show enthusiasm?	. . . .	. . . .	. . . .
3. Did you discuss your skill?	. . . .	. . . .	. . . .
4. Did you discuss your dependability?	. . . .	. . . .	. . . .
5. Did you discuss your persistance?	. . . .	. . . .	. . . .
6. Did you discuss your willingness to accept responsibility?	. . . .	. . . .	. . . .
7. Did you display and discuss your common sense?	. . . .	. . . .	. . . .
CUES AND CLUES			
1. Did you bring up important elements?	. . . .	. . . .	. . . .
2. Did you ask questions when in a jam?	. . . .	. . . .	. . . .
3. Were you honest, totally honest?	. . . .	. . . .	. . . .
4. Did you cross your arms?	. . . .	. . . .	. . . .
5. Did you underatand all the information with respect to the next contact?	. . . .	. . . .	. . . .
6. Did you quickly get to the point?	. . . .	. . . .	. . . .
7. Did you ask questions of the interviewer when you had them?	. . . .	. . . .	. . . .
8. Did you beg at all?	. . . .	. . . .	. . . .
9. Did you avoid negative expressions?	. . . .	. . . .	. . . .
10. Did you appear relaxed?	. . . .	. . . .	. . . .

First Interview

Second Interview

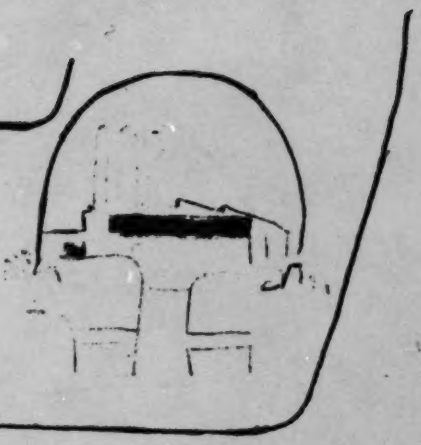
Third Interview

Rate each interview on its overall effectiveness. (Use the 1 to 10 scale)

Area of Development: Employability and Work Adjustment

Day 12

MOCK INTERVIEWS



CHAPTER FOUR

YOU, YOUR EMPLOYER, AND YOUR CO-WORKERS

How These Activities Help You

Success in the world of work depends a good deal on people's attitudes. In a series of case studies here, you can form your own opinion of other people's attitudes in social and on-the-job situations and suggest a solution to problems that exist because of their attitudes. Also, you will gain insight into the fact that employers have a right to certain expectations from their employees when, acting as an employer, you prepare a memorandum concerning employee behavior. Then, acting as an employee, you will recognize your right to certain considerations from your employer. You will also identify problem behavior between co-workers and tell how you would have responded had you been an employee in these situations.

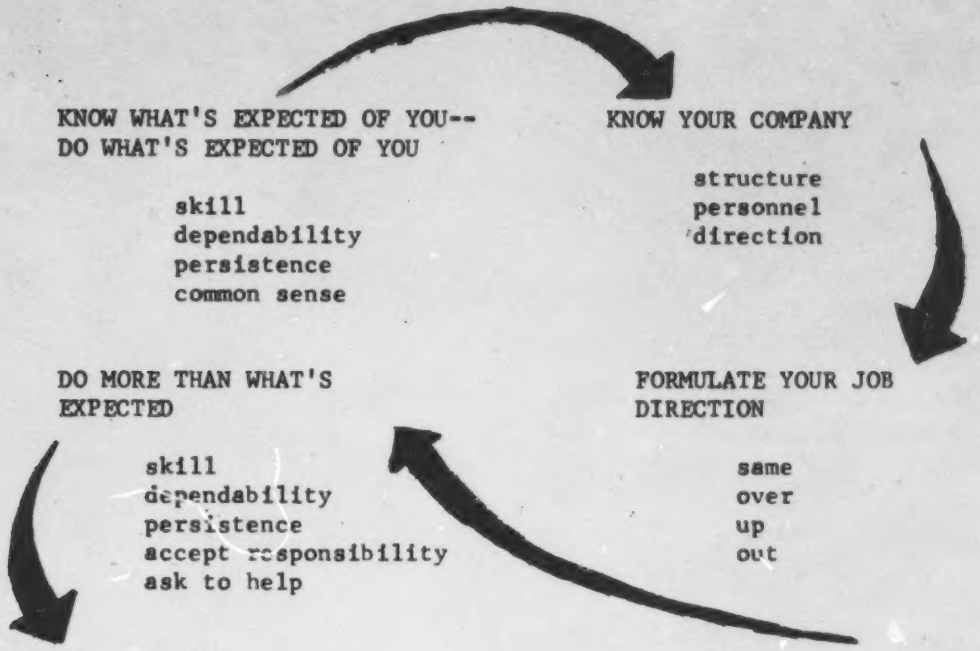
The Importance of Attitude

Once you have a job, the most important factor in keeping it and succeeding in it is your attitude. Your attitude is expressed in how well you get along with others. This does not happen automatically. How you get along with members of your family and your friends in social relationships is a good indication as to how you will get along on the job. Consider Todd's attitude toward other people in this social situation.

FIVE KE[illegible]FOR SURVIVAL

PERSONAL PROGRESS POWER PACK

This is your Personal Progress Power Pack. It serves you by graphically displaying the steps you should take for the most rewarding results, once you are on the job. On the pages following, each element of the Pack is broken out by allowing you to determine what has to be done in each step AND by giving you room for on-the-job comments and progress reporting.



A Case Study in Attitudes

"Why did you ask him to come?"

"Look, Jody, it is a party; but we're also going to go over the format for the yearbook. And he's on the staff. Now c'mon, let's give him a chance, okay?"

"But he's such a creep!" Jody pleaded with John Tuttle, the host.

"Let's try to forget how Todd is and get some work done tonight. And let's also have a good time." John smiled at her.

"Well, I don't know.."

"Miss Jody, would you honor me with a dance?" Hearing the record that had just dropped to the turntable, John played up to her, hoping to end the discussion.

"Thank you kindly, sir. I'd love to."

They danced no more than a few seconds when Todd ambled up and declared, "I'm cutting in."

"Oh, well..." John stuttered and stepped aside, surprised. As Todd and Jody danced away, John noticed her give a "help me" look. Not knowing what to do, he merely gave her back an "I'm sorry" look and went over to eat some cookies. His eyes surveyed the room, and he saw that everyone was having a pretty good time.

A little while later John interrupted the party atmosphere. "Hey, everyone! C'mon, let's get some work done. Jody, you and Bob and Paul -- over there near the TV and decide about the placement of the pictures of the faculty and administration. Betty, Carol, P.J., and Carl -- next to the fireplace. You know what you're supposed to do?" Carl nodded and John continued, "Okay, the rest of you stay here with me."

"Hold it! Wait a minute." Everuone looked at Todd who was glaring at John. "I don't want to be on your committee! I want to be on Jody's!" He looked very unpleasant. Simultaneously, everyone's eyes turned to John.

"Todd," John began, "these are the groups that Jody and Carl and I decided on.Now you can be on my committee or you can leave. If we put everyone on the committee he wanted, we'd be forever just getting organized. Okay, everybody, let's go."

In the moment of confusion as everyone went to his assigned place, Jody leaned over to John and whispered, "Good luck, and thanks!"

When those in John's group were settled, he began, "All right, the first thing we're supposed to do is decide on how many pages and what kinds of things we want in the sports section."

Todd interrupted, "Since I'm an all-around athlete, it's a good thing I'm on this committee after." Anyone else would have smiled at this point, and it would have been a joke, But Todd didn't smile, and he was not joking. "I thinl we should have a big sports section. After all, that's what ives the school its spirit."

"Seems like good reasoning," said John, "but we don't want to overdo it, either."

"Let's not forget about the girl's activities," Kathy put in. "That's just as..."

"Are you crazy?" Girls" sports?!" shouted Todd, his mouth open is disbelief.

"What's wrong with pictures of girl athletes?" asked Lori. "Do I look all that bad?" She smiled, stood up, did a slow turn. There were a few wolf whistles and everyone laughed. Todd just sat back, disgusted. He felt that they were making fun of him instead of just trying to have a good time.

Todd said nothing else for a long while even though John encouraged him to contribute to the planning. Finally, Todd stood up and shouted: "You're all so stupid! Why can't you see how idiotic your ideas are?!"aHe was red-faced and angry.

"Then why haven't you said anything?" John asked him.

Frustrated and angry, Todd tried to answer. "Because you all can't see how really good my ideas are! You'd just put them down! Why should I bother? It's not going to get me anywhere if I try! I didn't even want to be on the yearbook staff!" And you never let me be on Jody's committee! I never get what I want!"

John motioned the rest of the group to get up and go into the kitchen. "Where are you all going?" Todd demanded.

John came back into the room a few minutes later. "Where is everyone?" Todd asked, a little more calmly.

"I asked them all to leave," he answered.

"Why?"

"Because I could see that we weren't going to get any work done. And I didn't think anyone was going to have any more fun, either. So, what's the point of continuing?" For the first time that John could remember, he saw a little understanding in Todd's eyes. Todd was frowning, deep in thought. "What is it, Todd?" Todd didn't answer for a full minute, but John waited patiently.

"Well ... it's suddenly hit me... It was my fault, wasn't it?" Todd looked up at John. "I guess I was pretty ugly. I never realized this until everyone left me here alone. And I wondered why. Then I realized..." Todd dropped his head, obviously disturbed.

In a friendly gesture, John put his hand on Todd;s shoulder, wondering what he could do to help him. "You know, Todd, you could try to be more agreeable. It's never too late to change, and we'd give you the chance."

Todd looked up. Apologetically, he smiled, glad to have an understanding friend and hopeful he could eventually deserve other friendships.

Todd was an extreme case. Most of us are not quite so obvious in showing poor attitudes. The little things we say and do show others what we are. Unlike Todd, many people never realize that when the world seems to be against them it's because they're against the world.

ACTIVITY 16

Case Studies in
Employer-Employee Relationships

Cooperation

A number of customer complaints were made to the manager of a small department store about the poor service rendered by the sales clerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. As the experienced sales clerks got their choice of lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, inexperienced girls to handle the customers during this time.

Customer traffic is particularly heavy during this time, and the manager requested all employees to be on the floor during this hour each day. Lunch hours are to be taken only between 11 a.m. and noon or between 1 p.m. and 2 p.m. Barbara had been taking her lunch hour at noon since she began working in the store six months ago. As she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair

Does Barbara have a right to continue taking a noon lunch hour? Why or why not?

_____

_____

_____

How could this disagreement have been avoided?

_____

_____

_____

Since the disagreement did occur, what can be done to solve it?

_____

_____

_____

Honesty

Janet, 19, was a bookeeper for a local service station. She was recently hired for this job, and Mr. Jones, her employer decided to test her honesty. He placed 35¢ extra in the cash register to see what she would do about it. Janet decided to keep the 35¢ for herself because it was "over." She knev that she should record it in the "cash short and over" ledger, but she was dishonest. Her employer fired her. He told her that if she would take a small amount now that she might take a larger amount later.

Do you think Janet was dishonest?

_____

Do you think Janet's employer was justified in firing her? Why?

_____

_____

Honesty

Linda and Lisa are secretaries in a large corporation that manufactures space vehicles. Linda always arrives at work 10 to 15 minutes late, then goes to the ladies room to put on her make-up. She finally gets to her desk about 8:30. Lisa always arrives at her desk promptly at 8 a.m. and begins her work. Even though Linda has better secretarial skills than Lisa, Lisa got a raise when it came time for salary review and Linda didn't.

Do you think Linda's employer had a right to hold back her raise for being late? Why?

_____

_____

If you were Linda, what would you do to improve your chances of getting a raise next time?

_____

_____

Initiative

Maime, age 17, was a waitress at a Greyhound bus stop restaurant during the summer between her junior and senior years in high school When the buses were in, all the girls were very busy waiting on customers; but after the buses left, most of the girls sat down to drink a coke, eat, or just relax. Maime never sat down on duty. She kept busy cutting up lemons for tea or filling napkin holders and salt and pepper shakers. She could always see what needed to be done, and she did it. The restaurant manager noticed her initiative and gave her a $2.00 per shift raise.

If you were Maime's boss, would you have given her the raise? Why?

_____

_____

Do you believe that time seems to pass faster when you are busy?

_____

_____

_____

Initiative is not always rewarded with an immediate pay raise. If you felt that no raise in pay was forthcoming, would it still be worth the effort to look around to see what needs to be done and do it? Why or why not?

_____

_____

_____

_____

_____

Willingness to Learn

Mary was a clerk typist in a large employment agency. She had a new typewriter which used carbon ribbons that needed changing every few days. She always asked one of the other girls in the office to change the ribbon for her, which the girls soon began to resent. Mary was unwilling to learn how to change her typewriter ribbon, because she didn't want to get carbon smudges on her hands.

How would Mary benefit by learning to change the typewriter carbon ribbon for herself?

If you were an employer, what would you do about an employee who was not willing to learn?

Willingness to Learn

John, 20, worked at Graham's Garage. He was unusually slow in performing brake jobs for customers. When his supervisor tried to show him how he could do it faster, he refused to listen. He said that his way was the best even though it was slower. John had shown a similar attitude about other jobs around the garage, always insisting on doing things his way -- whether his way was best or not. His supervisor finally had to fire him because of his unwillingness to learn.

Could John's supervisor have done anything to make John a more productive worker? What would you have done if you were his supervisor?

Willingness to Follow Directions

Susan, 18, is a statistical typist for a local accounting firm. Her employer gives her directions on how to type the charts for each job. Sometimes Susan changes the format slightly, thinking her way is better, only to have the work returned to be retyped. After spending two days retyping a piece of work, her employer warned her that if she failed to follow directions again, she would be fired.

Suppose that Susan's way is the better way. Should she still do it her employer's way? Why or why not?

Dependability

The Home Improvement Center hired Arnold part time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time, but he was given direction each afternoon when he reported for work. Last Tuesday he was stacking lumber. When he finished the job, early in the afternoon, his boss told him to take off early as everything seemed to be caught up. The next day Arnold didn't show up for work at all. When he came in on Thursday afternoon, the boss told Arnold he was fired. It seemed that on Wednesday morning the Center had made a lot of sales which were to be delivered that afternoon. Since Arnold didn't show up or call in, the manager hired another boy to make the deliveries.

Was the manager unfair to Arnold?

Suppose that Arnold was ill on Wednesday. What could he have done to save his job?

Acceptance of Criticism

Jack was a checker in a large grocery store. He was a good worker, very dependable and never late for work. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manager became weary of seeing notes in Jack's cash register each day explaining his errors, so he decided to speak to Jack about it. He suggested that Jack should slow down a little and try to be more accurate. Jack became very upset and quit his job because he could not accept constructive criticism.

If you were Jack, what would you have done?

Enthusiasm

Maggie, 18, has just completed high school and has her first job as a receptionist in a savings and loan company. She is extremely enthusiastic about her job and smiles amiably at everyone who comes into the bank. Many people stop to chat with her just vecause she seems so friendly. She looks forward to going to work every morning and is sorry when her workday is over. Maggie can hardly wait to get home each night to tell her family and friends about the interesting and exciting things that happened to her at work.

Do you think Maggie's enthusiasm will help make her a happy person? Why or why not?

Loyalty

"I don't like working for Mr. Jones," said Joan to her friend, Lynn, one day at lunch. "I'd rather work for Mr. Baxter; at least he takes interesting cases."

A lady at the next table overheard Joan and Lynn's conversation and, since she was a friend of Mr. Jones wife, could hardly wait to tell her what she had heard. Mrs. Jones promptly told her husband, and the office atmosphere suddenly became very strained.

Who was the cause of the unpleasant office atmosphere? Why?

If you don't like your job, who can you complain to?

If you find that you simply have to complain to everyone you know about your job, what should you do?

ACTIVITY 17

WHAT YOUR EMPLOYER MAY EXPECT

Assume the role of an employer. Some of your employees are not living up to your expectations. So that they will understand why you expect of them the nine items listed below, write out your answers for these expectations in the form of a memorandum to all employees:

MEMORANDUM

To: All employees

Date: _____

From: _____

Subject:

RATIONALE FOR EMPLOYEE BEHAVIOR

The management not only wants its employees to know what is expected of them, but also why these things are expected. An explanation of the reasons for each expectation follows.

1. COOPERATION:

_____

_____

_____

_____

2. HONESTY:

_____

_____

_____

_____

3. INITIATIVE:

_____

_____

_____

4. WILLINGNESS TO LEARN:

_____

_____

_____

_____

5. WILLINGNESS TO FOLLOW DIRECTIONS:

_____

_____

_____

_____

6. DEPENDABILITY:

7. ENTHUSIASM:

8. ACCEPTANCE OF CRITICISM:

9. LOYALTY:

ACTIVITY 18

WHAT YOU, THE EMPLOYEE, MAY EXPECT

Why do you, as an employee expect each of the following of your employer?

1. Regular and Prompt Payment:

2. Safe Working Conditions:

3. Training for New Job Functions:

4. Introductions to Co-Workers:

5. Explanations of Rules and Regulations:

6. Explanations of Changes in Duties:

7. Evaluation of your Work:

8. Discipline if You Break the Rules:

9. Honesty:

Case Studies in
Co-Worker Relationships

Tact

Annette is enrolled in a distributive education program. Each morning she attends a related instruction class and in the afternoon works part time in a dress shop. Last Wednesday morning she learned how to operate and install the tape in a cash register. On Thursday afternoon, at work, she heard one of the sales clerks mention that her cash register was not working properly. Another sales clerk attempted to fix the machine but was unsuccessful."I'll just wait until the manager returns from lunch " said the first clerk.

Annette approcahed the other two women and said. "I think I can fix it."

One of the women remarked, "What do you know about cash registers?"

Annette was offended by the woman's remark, and feeling confident of her ability to fix the machine, stated, "I'll show you how to fix it!" She crowded in front of the other women, opened the door, rethreaded the machine, and punched the no sale key. The machine operated properly, and the receipt came out. Annette, feeling she had proven a point, walked back to her own work area without saying a word.

Did Annette prove a point?

If you were Annette. how would you have handled the situation?

Jealousy

Helen and Jean work as varitypists in the reproduction department of a large research and development firm Karen. 18 and just out of high school. began as a clerk typist only two weeks ago. Karen is impressed with the beautiful copy that is produced by the varityper and watches the other girls operate the machine during some of her coffee breaks Helen explains some of the basic principles of operating the varityper to Karen. but Jean doesn't. Yesterday Jean told Helen, "I had to go to a special school to learn to use that machine Why should we take our time to teach Karen? Besides, she might get so good that she would take over one of our jobs!"

If you were Helen, how would you answer Jean?

If you were Karen, and you overheard Jean's remarks, what would you do?

What is the reason for Walt's behavior?

If you were Gary, what would you do or say?

How can you receive a compliment and also keep a good relationship with your co-workers?

Jealousy

Walt, like everyone, likes to receive a pat on the back for a job well done. However, the supervisor in his department seldom makes favorable remarks about Walt's work. Gary is exceptionally conscientious about every detail of his work and receives lots of compliments. Gary takes the compliments gracefully and is not resented by the other employees--except for Walt, who just can't stand by silently and see Gary getting so much praise. After watching the supervisor compliment Gary for doing a fine job on a difficult project, Walt commented to Gary, "I suppose you think all that butter will get you a raise." Gary looked up, said nothing, and continued his work. Walt continued, "Too good to talk with me, huh? Now that you and the boss are so buddy buddy, I guess you can't associate with the guys!"

Guilty by Association

Janine, 18, began her first job as a clerk typist in a large manufacturing firm. Lois, one of the other typists, was especially friendly toward Janine, and they began to spend all their coffee breaks together Lois was a gossip, and everyone knew it Although Janine didn't gossip, she listened to Lois talk about everyone else in the department. Janine soon discovered that many other workers treated her very coolly.

Why do you think the other workers treated Janine coolly?

If you were Janine, how would you have handled your relationships with Lois and the other workers in your department?

ACTIVITY 19

COMPLETION AND CLASS DISCUSSION

Complete the following statements on unions and professional organizations. At your teacher's direction, discuss your answere with other members of the class.

For the employee, advantages of joining a union include:

For the employee, disadvantages of joining a union include:

Some of the differences between unions and professional organizations are:

Day 14 and 15

Quiz No. 4

This quiz covers Chapter 4 of the textbook, Succeeding in the World of Work. Answer by circling "T" for true, or "F" for false.

T F 1. The most important factor in job success is attitude

T F 2. About two-thirds of the young workers who lose their jobs do so because of poor attitude

T F 3. The ability to get along with others is something that you are born with -- it can't be learned.

T F 4. The behavior we develop by the time we leave high school affects us for the rest of our lives

T F 5. By practicing, you can do a lot to become the kind of person others like.

T F 6. Most employers like workers who follow directions exactly as given.

T F 7. It is not fair for an employer to criticize your work until you have had time to learn the job.

T F 8. Stealing time is probably the most costly form of dishonesty on the job.

T F 9. As a new worker, you may be resented for making suggestions, even though they are good ones.

T F 10. If you are too ill to go to work, it is best to stay home and then let the employer know you missed work as soon as you are well.

T F 11. Regardless of how you feel, it is best to appear to take criticism good naturedly

T F 12. Regardless of how a criticism was meant, it is constructive or destructive depending upon how you use it

T F 13. If you cannot be loyal to your employer and your company, you should look for another job

T F 14. Introducing you to those with whom you will be working is not a responsibility of the employer.

T F 15. Written evaluations of your work by your employer are illegal

T F 16 Your employer is required by law to pay the entire amount paid into your Social Security account.

T F 17. It is not important to be friendly with your co-workers.

T F 18. If one of your co-workers is difficult to get along with, you should do more than your share to make a smooth working relationship

T F 19. It is never wise to take suggestions from co-workers about how to do your job.

T F 20. Those who are most agreeable in taking on unpleasant tasks are often the first to be rewarded with pay increases

Area of Development: Employability and Work Adjustment

Day 16

Make a Budget

Some things to be included in the budget are:

1. Rent
2. Transportation
3. Food
4. Clothing
5. Insurance
6. Entertainment
7. Personal maintenance - Hair cuts etc.
8. Utilities
9. Savings
10. Contributions - Church etc.
11. Miscellaneous

Area of Development: Employability and Work Adjustment

Day 17

Banking Services

Resource Speaker from Bank

Speaker will supply copies of checks, money order, check deposit and withdrawal, savings deposit and withdrawal.

Area of Development: Employability and Work Adjustment

Day 18

Post-Test

Survey

1. Do you feel that this class was worthwhile? Why?

2. What part or parts of this class do you feel were most helpful to you? Why?

3. What part or parts of this class do you feel were least helpful to you? Why?

4. What changes would we make in this class to make it better?